

**A TEXTBOOK ANALYSIS OF “*WHEN ENGLISH
RINGS THE BELL*” AN TEXTBOOK FOR THE
SEVENTH GRADE OF JUNIOR HIGH**

A THESIS

Presented to Faculty of Languages and Arts in a Partial Fulfillment of the
Requirements for the degree of S.Pd in English Language Education



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2013

APPROVAL

The research study entitled “**A Textbook Analysis of When English Rings the Bell, an Textbook for Seventh grade of Junior High School** “has been approved by advisor to be examined.

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State that this research was really made by the writer. As long as the writer knowing ,the content of this research were not duplication of other research, unless some part the writer took the quotes to complete the research study as a reference.

The writer agreed to have responsible if there are duplication and this statement was totally false.

Yogyakarta , June 17th 2013

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DEDICATION

The writer of this research study with the title of “A Textbook Analysis of When English Rings the Bell, an Textbook for the Seventh Grade of Junior High School” would like to say thanks for the blessing of the great Allah S.W.T for still giving me a miracle facing the whole process of making this research study. I also want to say a lot of thanks for my dear lecturer and advisor Mr. Agus Widyanoro whom gives me a second choice to still making this research study for ended up my strata degree of English Language Education this year.

I also want to say a merciful thanks to:

1. Fendi Cahyono, a dear lovely husband whom always gives me a lots of support and helps me much to find a lots of reference and always be my side through the whole condition.
2. Mr. Suyoto and Mrs. Tuti k Marya Ulfah, S. Pd, my lovely parents whom give me alive in this world and let me study in this faculty through my own choice.
3. Dwi Retno Ari, my dear lovely sister whom gives me support for lend me her net book in the time of my study.
4. Novianti Rahayu, my dear lovely friends, the only friends whom always gives me support and motivation and also the update news whatever did in the faculty.
5. My dear lecturer, Mr. Sukarno, S. Pd, whom accompanied us from the seventh year until our end time in this university and always gives us time for share our problem.
6. Relung Theater Community. It is not a matter of community but my second family. Thanks to all of you guys whom always give me support and make me always smile. Such as Dwex, Fazrie, Fiqi, Haryo, Uwox, Kang Tonny, Fadli, Ayik, Arum, Fajar, Tayik, Sipit, Yoko, Oktaf, and many more.

7. My whole families whom always give me support. Aunty, Uncles, Nephews, and Nieces thank to you.
8. My whole friends in English Language Education the C class of 2016

There are no more other things that I could have to say that only say thanks to all of you. Although the writer seems take too long time for being in this chance, I only could say thanks for your patient and motivation. Hopefully this research study has its own benefit toward educational environment either

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ACKNOWLEDGEMENT

Bless from Allah SWT that give me a great chance to finish this research study. A great deal of my life that Allah SWT still give me his miracle to finish this research study, the writer faces many stuck moment that made the writer giving up. At the entire day, the writer felt guilty for not finish it as soon as possible.

Finally, the writer could finish this research study to fulfill the requirement of strata degree compulsory. But still it could be finished because there are too many people that help to cover it up. The writer would like to say a lot of thanks for the Dean Language and Arts Faculty and especially for the whole lecturer in English Language Department that let me take the second chance to finish my study in this University. It might be thanks were not suspicious to make your kindness.

The writer felt not easy to face the whole process of making this research study. It is because the writer has rested too long of facing a kind of English material. The writer has to work harder as if she learns down to zero point. Reading much material and analyze more gives the writer a proud. The writer is proud of being in this faculty. A faculty in which gives a lot of lesson, not only in the environments of study but lesson to work harder and harder. Thanks to all of the great experience soon.

Yogyakarta, June 17th 2013

The writer

Meita Fitriyani

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Textbook Analysis of “*When English Rings the Bell*” an Textbook For the Seventh Grade of Junior High School

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Abstract

This study aims at discovering to what extent today English textbook in Indonesia is keeping its own communication goal for every young generation. The researcher choose the E- book entitled “ *When English Rings the Bell*”, an English textbook for seventh grade of Junior high school published by Politeknik Negeri Media Kreatif, Jakarta.

This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic Coding refers to any method of categorizing segments of qualitative data into meaningful things. While Textbook Analysis is rigorous form of thematic coding that should normally have good integrated reliability; codes then can be used as basis of qualitative analysis. The researcher used the steps of (1) getting the chosen textbook to be analyzed, (2) Reading (3) Analyzing the textbook (4) Coding (5) Categorizing and (6) Data Analysis

After all this Textbook Analysis is kind of descriptive analysis way to find out a particular human communication in the form of written text. Analysing the textual content of each book had three distinct aspects. Seventhly, we performed a frequency analysis. Using a reference frequency list derived from the British National Corpus (Leech et al, 2001), we were able to use the commonality of each word as a metric, thereby creating frequency lists for each text as a basis for cross text comparison..

This research study try to find out what criteria is needed to make a good textbook. It has to have correlation with today’s curriculum in Indonesia. As today curriculum in Indonesia said that English Lesson start to be learned in this phase, the junior high school level. That is why as a starting point level of learning English as a Second Language, teacher should find a suitable textbook to teach as a Communicative Language Teaching.

Keyword : Textbook Analysis, Thematic Coding, Textbook, CLT

CHAPTER I

INTRODUCTION

A. Background of the problem

A rapid communication need is now concerning students to have a good skill to communicate. Besides the skills itself they should increase their own ability to have their own ability for other terms. They have to have many kind of place where they should gain their own skills. Formal education is one the place in which they can gather or even increase their communication skills. This communication skills primary is in English Language. English Language is the global language for communication.

English is considered something called the lingua franca, the world major language. This basically means that the language of English is something that is basically an international language of people not speaking a mother tongue. So, it's not uncommon around the world for people to speak English if they want to communicate with someone not from their country. It is also the dominant language in many fields, such as business, science, entertainment, radio, and diplomacy or even the education one. Moreover, teacher should have the competence of making a Communicative Language Teaching.

To have a good English Language skills, in the formal education, students are equipped with a set of term of textbook as their

reference or guide for what extent they have to learn. Textbook formally prepared by the teacher itself as a reason that this textbook is suitable with the standardize curriculum. Teachers should really careful to choose which one textbook suitable with the ESL (English as a Second Language) standard.

Teachers also have a duty of care to ensure that the teaching and learning material which with students and children are presented. or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes. For choosing those textbook teachers should at least considered in the two basics rules. There are the content and format that later would be describes in the next chapter.

In theory, textbooks are developed on the basis of written curriculum. The curriculum also guides the textbook evaluation. Tornroos (2004:2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality of textbooks across the globe. While the reasons of the researcher choosing the “*When English Rings the Bell*” are seventh, this book based on the curriculum 2013 that gathered nowadays. And the second was because the

book is a newly produce as a recommendation for the textbook reference spreading out trough the seventh grade of Junior High School students.

In the very seventh of the page of the book although there are no description from the writer why are they titled it with “*When English Rings the Bell*”, but next not to be investigate; the writer try to tell that this book is made to cover the needed of the standardize textbook of 2013 curriculum. The writers of the “*When English Rings the Bell*” textbook are aware to fulfill the needed of patented textbook whereas the fact of educational in Indonesia is not yet using the curriculum all over. While this curriculum is a pilot project alike. Inside this textbook, there a too many figure of picture in any expression. It might be aim to get students easily understand the lesson. They also said that the textbook is a light one.

The researcher also curious at the chosen topic or theme inside the textbook and each sub chapter of the reading material. As the researcher known that in each of the reading material or textbook, the writer should really concern of choosing each theme to build the unity of each material so it could cover the aim of in teaching learning process in the environment of English as a Second Language. Next the textbook given standardize the ESL environment, should have build the communication skills in the real world. Each topic should have a united theme with the grand one. The naming of each theme has to be understood easily by the students and later they could imply them to the real communication.

Then, the contents of the textbook were analyzed by the researcher in which point it has its weaknesses or goodness's. The researcher was very curious at the pattern of the textbook. Its picture figure, its signs, its vocabulary and its topic.

The researcher then makes a research problem as a thematic coding of textbook Analysis. Thematic coding was used to catch up the categories of what extent the pattern of the textbook pattern in common. It also used to get the point of the content of textbook correlate with the standard to get close with the Communication Language Teaching. Choosing the title "A Textbook Analysis of *When English Rings the Bell*" a Textbook for the Seventh Grade of Junior High School", the researcher aimed to find out the thematic coding of the textbook Analysis way.

This research is categorized as a descriptive qualitative one. It is tried to describe the content validity of the learning textbook with the tools of thematic coding. This research then hoping a standardize textbook for widely use as a main textbook for every both the junior high school students and the teachers. The textbook which has high quality and to be worthed to use as a learning material. Reminding the 2013 curriculum emphasize only at attitude toward the students nor the communication skills, any of standardize textbook has also to have this kind of criteria, to build students good attitude trough learning English language. Trough a good communication with English language then could be used in highly relationship worldwide.

B. Identification and limitation of the problem

After getting the background of the problem, it can be seen that there are some identification and limitation of the problem in the textbook Analysis of the textbook which entitled “When English Rings the Bell”. The study would focus on the thematic coding of an textbook Analysis procedure. It also used the context of thematic analysis. Later Braun and Clarke continue explaining that thematic analysis can be an essentialist or realist method reporting the participants' reality, experiences and meanings. Alternatively it can be a constructionist approach that examines the ways in which events, realities, meanings, experiences etcetera are the effects of a range of discourses operating within society. Between these two poles thematic analysis can be a 'contextualize' method, from the theoretical perspective of critical realism.

Basically, then, textbook Analysis is concerned whether the thematic coding through thematic analysis would evaluate the unity term of the theme for the textbook of “When English Rings the Bell”. Besides that, the researcher wants to cover up the communication goal of making this textbook. Because the changeable curriculum makes some the teacher get confused on choosing what kind of textbook or teaching material suitable with without setting aside the aim of 2013 curriculum.

Then, in the next point, this research would only emphasize on the coding of each topic or theme in every point of the communication

contented the textbook inside. The researcher then decides to cover the whole topics into some coding to find out the problem of the research itself. The environment in which to what standard term a textbook should have and into what other kind of objective for making a textbook that includes certain exact pattern to build each part of a textbook.

C. Formulation of the problem

After getting the identification and limitation of the problem, the problem then formulated as follows:

1. What are themes of each unit of the textbook?
2. Is the textbook Analysis could catch up the aim of making the “When English Rings the Bell” textbook for the seventh grade of Junior High School?
3. Does each theme of each unit cover the Communicative Language Teaching goal in term of newest curriculum for the seventh grade of Junior High School?
4. Does the “When English Rings the Bell” textbook suitable for the grade stated on?

D. Objective of the research

The research is aimed at analyzing:

1. A textbook and teaching material that reach the successful of communicating English as Second Language,

2. A good model of textbook with a united theme and content.
3. A suitable teaching material for the suitable grade and could cover the Communicative Language Teaching.

E. Significance of the research

1. Theoretically

The study can be used to analyze the thematic coding of textbook Analysis as one of qualitative research for a good quality of teaching material and students guide in learning English as a Second Language.

2. Practically

- a. This research can be used by teacher of English subject to choose which one of English textbook is suitable with the grade.
- b. This research can be used a curriculum developer to take account in the way of teaching English for students.
- c. This research can be used by the environment of English education department to enlarge the model of activities inside the teaching material.

CHAPTER II

THEORETICAL REVIEW

A. Curriculum in Indonesia

The seventh standardized curriculum applied nationally was developed and implemented in 1975. According to Mistar, Sadtono, and Yuwono (2005: 5, 1997: 11, 2005: 16), the national curriculum of English was revised in 1984, 1994, 2000, and 2003. According to the 1975 curriculum the purpose of English teaching in high school was to facilitate the development of advance science, technology, culture, and arts, and to enhance international relations. The four language skills: reading, writing, listening, and speaking were taught discretely.

The number of vocabulary items students should master when they finished junior high school was 1,500 words and 4,000 words for senior high school student. Mistar said that the method adopted was an audio-lingual approach with the emphasis on the teaching of linguistics patterns through habit-formation drills (2005: 7). The habit-formation with drill was adapting the military's way. So at that time drilling much more vocabulary believed that their students could master English Language well. Besides the mastering 4,000 words to know the English pattern with vocabulary, teachers at that time tried to instruct the objective of reading mastering and structure, and also other instructional objective such a topics. It means when teacher asked their students to remember a group of words, it has to have a topic.

The approaches in curriculum 1975 are:

1. Purpose oriented
2. Integrative oriented
3. Emphasized to the aim efficiency and effectiveness inside capacity and time
4. Follow instructional system with development procedure instructional system
5. Influenced behavior psychology with emphasized to the stimulus responds and drill

The 1975 is also known with the audio-lingual approach the same approach with a former curriculum. It focuses on a audio-lingual not writing or other skills.

In 1984 the ministry of education revised the national curriculum and therefore it is known as the 1984 Curriculum. The teaching method adopted in this curriculum was known as the Communicative Approach. There was a misinterpretation because of its name; most teachers believed that it should only emphasize speaking skills (Mistar, 2005: 13). Communicative was interpreted as oral communication so other language skills such as reading, listening, and writing were neglected. Grammatical accuracy was sacrificed for fluency; as a result students were almost speaking something similar to English Creole. A creole language, or simply a creole, is a stable natural language developed from the mixing of parent languages.

Another curriculum was introduced in 1994. There were not many changes in English language teaching. However, there was a change of priority of language skills in the 1994 curriculum. The most important language skill was reading, followed by listening, speaking, and writing. The expected number of words mastered was reduced to 1,000 from 1,500 words for junior high school and 2,500 words for senior high school reduced from 4000 in the previous curriculum. For the students in senior high school majoring in the languages, they had to master 3,000 words by the end of the program. Language skills and language elements were no longer taught separately as in 1984 curriculum. The teaching was wrapped around language themes and functions (Mistar, 2005: 13).

So in this curriculum, the lesson of English language was only emphasize on to how children have to mastering communication by using English language. The students have to always practice speaks use English Language in a conversation way. At these curriculums students have to find a native one to practice their mastering in communicate with English. The textbook also has a pattern of every textbook in a way of conversation.

In 2004 a competency-based curriculum was adopted. There were not any significant changes in terms of learning materials. In the previous curriculum trimester the school calendar was used. In the 2004 curriculum a semester school calendar was introduced. The government controls the quality of education by setting basic competencies and standard competencies. These competencies are measured by a standardized national test at the end of year 9 and 12. It's also emphasize in communication to face the global economy and global education.

The students have to already to compete in the entire world by the tools of communication. As we know that the main language to communicate is English language. A high standard value on the graduation emphasize at English lesson. It also use a pattern of learning Listening seventh, then Speaking, Reading and then Writing; the adaptation theory of the way human being produce language or can talk.

In 2006, in line with the implementation of the Regional Autonomy Law, the ministry of education promoted school-based management and school-based curriculum. Schools are expected to developed their own curriculum and be independent financially. The adoption of a school based management system has only benefited schools in the cities and in the well-developed areas. Schools in the less developed and rural areas suffer a lack of resources because of the significant budget cut from the central government. The government still controls education by suggesting approved teaching materials and administering national standardized tests. So the same things come towards rural area, the rural area were lack of English teacher and the quality of English language there.

This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from elementary (SD), junior high (SMP), and senior high (SMA) have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Unlike the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the

implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guide and subject materials.

The curriculum, however, scraps Computer or IT from the compulsory high school subjects. Students are not required to sit in the class for computer subject; rather, they can learn it outside classroom. In return, science subjects (mathematics, physics, biology and chemistry) and religion subject have additional one hour contact time each.

The difference between Curriculum 2013 and the Education Unit Level Curriculum are located on the competence aspect of knowledge. Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. So, it says that English, Social Science, and Science subject will be removed from the subject list for elementary school; Social Science and Science will be integrated in other subjects, such as Indonesian Language etc, whereas English can be learned as an extracurricular subject. I wonder if the government forgets that for reaching the bright future good attitude must be accompanied by knowledge. Moreover, those subjects are very important for children's developments. English is the international language, Social science teaches children how to socialize others, and Science tells them about their own nature. I can't imagined how it will be if 6 years in elementary school are wasted without learning about those three important subjects completely.

Nunan (1988: 98) states that:

“Materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfill a teacher development role”

It means that material as a essential element to build how students grow from a grounded toward their future understanding. As early as they could be taught what lesson they should have early. Teachers also, should prepare the whole thing as tidy as their students need. In what level and in what sensitive environment their students growing up.

In junior high school, it says that the students have to be taught more lessons in Math and Science than the last curriculum and the information and communication technology will be removed because they think this subject is a medium for learning other subjects. And English is starting to learn in this grade not the Elementary one. So the English language started to learn in only junior high school level. Although there was other school that had implements the English language at the very early of school phase such in kindergarten or even pre-school. So it could imagine that the material in the Junior High School level is in elementary level.

Curriculum must have its standard of competence. The standard competence of English lesson is competence that must be achieved by the students as a result of learning English. There are three standard competences in English lesson:

- Communication both oral and written language by using language variation in the form of narrative, report, news item, etc.
- Communicate both oral and written language by using language variation in the form of descriptive, anecdote and expository paragraph.
- Communicate both oral and written language by using language variation in the form of explanation, discussion, commentary and review.

The function English language education is to develop the learners in all educational aspects such as: personality, science, technology, arts, and the capability of international communication. Although in today's curriculum said that the English language do not taught as a compulsory one, but it is believed that through English lesson, students have to get other educational aspects. Through a language could build students attitude and the way they face their future in the global era.

B. Textbook Analysis

Analysis is a method by which a thing is separated into parts, and those parts are given rigorous logical, detailed scrutiny, resulting in a consistent and relatively complete account (William: 20). While **Textbook Analysis** or **textual analysis** is a methodology in the social sciences for studying the content of communication. Earl Babbie defines it as "the study of recorded human communications, such as books, websites, paintings and laws". According to Dr. Farooq Joubish, textbook Analysis is considered a scholarly methodology in the

humanities by which texts are studied as to authorship, authenticity, or meaning. This latter subject includes philology, hermeneutics, and semiotics.

While a description on Krippendorff handbook of textbook Analysis, it is said that textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. (2003: 18). As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools.

This kind of techniques hopes to be reliable. Moreover, it is specify that this kind of research techniques should have a research finding in replicable one. That is why, the researcher should working at different point of view of the circumstances should get the same result when applying the same techniques to the same data. Replicability is the most important as a core pattern to find reability.

It describes qualitative methods in greater detail. With qualitative methods of textbook analysis depth presides over breadth. As such, the results tend to be richer with regard to understanding the way that information is presented in a text yet more difficult from which to make generalizations.

Lasswell formulated the core questions of textbook Analysis: "Who says what, to whom, why, to what extent and with what effect?" an offers a broad definition of textbook Analysis as "any technique for making inferences by

objectively and systematically identifying specified characteristics of messages", while provides a six-part definition: "Textbook Analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity, inter subjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented."

Researchers have long debated the respective merits of "quantitative" and "qualitative" approaches to textbook Analysis...Most writers on textbook Analysis have made quantification a component of their definition of textbook Analysis. In effect, therefore, they exclude the qualitative approach as being something other than textbook Analysis. (2003: 144)

In spite of these divergent and contrastive views, the foremost proponents of this type of method build their definitions upon Berelson's (1952: 18) definition of textbook Analysis as "...a research technique for the objective, systematic, and quantitative description of the manifest content of communication". Weber (1990: 9) adds that this method "...uses a set of procedures to make valid inferences from text". Clearly, his definition underscores the inductive aspects of this method. Neuendorf (2002: 10) posits that this is a "scientific method...and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented". In essence, Krippendorff (2004) concurs with Neuendorf (2002), at the same time emphasizing the importance of "...making replicable and valid inferences from

texts (or other meaningful matter) to the contexts of their use” . This distinction points quite nicely to the value of analyzing the content of textbooks actually in use in the Milwaukee middle school context. Finally, it should be noted that crucial to conducting such analysis is the coding which must be done with great care and exactness. To that end, Liamputtong and Ezzy (2005: 260- 261) stress that this type of analysis refers “...to data analysis that involves the identification of categories prior to coding”.

Textbook Analysis as a research method is a systematic and objective means of describing and quantifying phenomena (Krippendorf, 1980:18). It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through textbook Analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh 1997).

Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms ‘concept’ and ‘category’ and uses one or the other. For example, if the purpose of the study is to develop a theory, it is recommended that the term ‘concept’ be used

as a proxy for ‘category’. However, in this paper, when describing the analysis process, we use the term ‘category’ because this is mostly used.

The six questions must be addressed in every textbook Analysis:

- a) Which data are analysed?
- b) How are they defined?
- c) What is the population from which they are drawn?
- d) What is the context relative to which the data are analysed?
- e) What are the boundaries of the analysis?
- f) What is the target of the inferences?

The assumption is that words and phrases mentioned most often are those reflecting important concerns in every communication. Therefore, quantitative textbook Analysis starts with word frequencies, space measurements (column centimeters/inches in the case of newspapers), time counts (for radio and television time) and keyword frequencies. However, textbook Analysis extends far beyond plain word counts, e.g. with Keyword In Context routines words can be analysed in their specific context to be disambiguated. Synonyms and homonyms can be isolated in accordance to linguistic properties of a language.

Qualitatively, textbook Analysis can involve any kind of analysis where communication content (speech, written text, interviews, images ...) is categorised and classified. In its beginnings, using the seventh newspapers at the end of 19th century, analysis was done manually by measuring the number of lines and

amount of space given a subject. With the rise of common computing facilities like PCs, computer-based methods of analysis are growing in popularity. Answers to open ended questions, newspaper articles, political party manifestoes, medical records or systematic observations in experiments can all be subject to systematic analysis of textual data. By having contents of communication available in form of machine readable texts, the input is analysed for frequencies and coded into categories for building up inferences. Robert Weber notes: "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way". The validity, inter-coder reliability and intra-coder reliability are subject to intense methodological research efforts over long years.

One more distinction is between the manifest contents (of communication) and its latent meaning. "Manifest" describes what (an author or speaker) definitely has written, while latent meaning describes what an author intended to say/write. Normally, textbook Analysis can only be applied on manifest content; that is, the words, sentences, or texts themselves, rather than their meanings.

Highlighted the difference between prescriptive analysis and open analysis. In prescriptive analysis, the context is a closely defined set of communication parameters (e.g. specific messages, subject matter); open analysis identifies the dominant messages and subject matter within the text.

A further step in analysis is the distinction between dictionary-based (quantitative) approaches and qualitative approaches. Dictionary-based

approaches set up a list of categories derived from the frequency list of words and control the distribution of words and their respective categories over the texts. While methods in quantitative textbook Analysis in this way transform observations of found categories into quantitative statistical data, the qualitative textbook Analysis focuses more on the intentionality and its implications.

Unit of analysis. Since each textbook series differs with regard to the format and the number of the pages, we needed to determine a unit of analysis that fits all the six textbook series. This means that we had to decide how small or how large a unit should be. To avoid extremely large counts, we decided not to count every operation in a column

C. Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that guides language teaching for communicative competence. This approach try to advocate the conveyance of meanings, fluency over accuracy, learning in authentic contexts, and the functional feature of the language social context.. This characteristics also illustrate what CLT means in social language teaching (Brown, 2001; Savignon, 2002) and hence its principles serve as evaluation for criteria for textbook development.

The ultimate goal of Communication Language Teaching is to develop language learners' communicative competence.

According to Hymes (2001: 159) point of view about CLT:

Hymes held that such a view linguistic theory was sterile, that linguistic theory needed to be seen as incorporating communication and culture. Hyme's theory of communicative competence was a definition of what a speaker needs to know in order to be a communicatively competent in a speech community. In Hyme's view, a person who acquires communicative competence acquires both knowledge and ability for language use.

In lights of this shifted paradigm against Chomsky's components of linguistic competence, Hymes (1971: 21) proposes four characteristics to describe communicative performance. These features are:

- 1) Whether (and to what extent) something is formally *possible*;
- 2) Whether (and to what extent) something is *feasible*;
- 3) Whether (and to what extent) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- 4) Whether (and to what extent) something is in fact done, actually *performed*, and what it doing entails.

Among these four characteristics, the phrase 'formally *possible*' may refer to one's linguistic competence. As for the second feature, the term *feasible* emphasizes that the speaker's linguistic production should be comprehensible to the others. The appropriateness mentioned in the third characteristic means that the content produced by the speaker should be coherent and cohesive to the context. Finally, the fourth feature is focusing on the authenticity of the speaker's production.

Another significant notion related to the field of the Communicative Language Teaching Halliday's (1972) notion of language functions. In Halliday's view, language has both macro and micro functions. Macro functions include ideational, manipulative, heuristic and imaginative categories. Avignon (2002) suggests that Halliday's function of communicative competence were synthesized into the major categories. If we put these three functions together, they may "constitute but one of three *basics* functions of language define by Halliday, basic functions that correspond to general categories of needs met by language" (Savignon, 2002: 20). According to Halliday (1970), language has the following functions:

1. **Language serves for the expression of 'content':** that is of the speaker's experience of the real world, including the inner world of his own consciousness. We may call this the *ideational* function.
2. **Language serves to establish and maintain social relations:** through these functions, which we may refer to as *interpersonal*, social groups are delimited, and the individual is identified and reinforced.
3. Finally, **language has to provide for making links with itself and with features of the situation in which it is used.** We may call the *textual* function (1970: 143)

The *ideational* function of language emphasizes not just an individual's linguistic knowledge but also its cooperation with the speaker's personal

experiences and consciousness of the world. As for the *interpersonal* function of language, it is similar to what Hyme's (1972) proposed the notion of social interaction in which language serve as an instrument for people to communicate and interact with one another. As a Littlewood (1981) states: "One of the most characteristics feature of communicative language teaching is that it pays systematic attention to functional as well structural aspect of language" (Littlewood: 1981: 1). According to Richards and Rogers (2001), the core meaning of CLT should entail the following elements:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (2001, 161)

Finally, the rest principles are exactly like what Halliday (1970) proposed in the function of language- ideational , interpersonal, and textual functions related to development of learner's competence.

D. Thematic Coding in Qualitative Analysis

Thematic coding is a form of qualitative analysis which involves recording or identifying passages of text or images that are linked by a common theme or idea allowing you to index the text into categories and therefore establish a “framework of thematic ideas about it” (Gibbs, 2007)

Whilst there are a variety of different approaches to thematic analysis each option is still a form of thematic coding. These include: Grounded theory; Interpretative phenomenological analysis; Template analysis; and Framework analysis, It is essential to view the text in a theoretical or analytical way rather than merely approaching it with a descriptive focus. Intensive reading needs to take place during this process to ensure that you are able to identify all of the relevant ideas in the text, including even the most simple. Theme identification is one of the most fundamental tasks in qualitative research. It also one of the most mysterious. Explicit descriptions of theme discovery are rarely described in articles and reports and if so are often relegated to appendices or footnotes.

Techniques are shared among small groups of social scientists and are often impeded by disciplinary or epistemological boundaries. During the proposal-writing phase of a project, investigators struggle to clearly explain and justify plans for discovering themes. These issues are particularly cogent when funding reviewers are unfamiliar with qualitative traditions. In this article we have outlined a dozen techniques that social scientists have used to discover themes in texts. The techniques are drawn from across epistemological and

disciplinary boundaries. They range from quick word counts to laborious, in-depth, line-by-line scrutiny. Some methods work well for short answers to open-ended questions while others are more appropriate for rich, complex narratives. Novices and nonnative speakers may find some techniques easier than others. No single technique is does it all. To us, these techniques are simply tools to help us do better research.

The goal in creating codebooks and coding forms is to make the set as complete and unambiguous as to almost eliminate the individual differences among coders” (Neuendorf, 2002: 132).

The steps of coding:

1. Familiarizing with the data.
2. Generating initial codes.
3. Searching for themes.
4. Reviewing and refining themes.
5. Defining and naming themes.
6. Producing the report.

Gibbs (2010: 132) describes "thematic coding as one of the most common forms of qualitative data analysis which is found in grounded theory, several forms of phenomenological analysis and framework analysis. The analyst tries to identify themes, categories or classifications of the data. Passages of the data (commonly an interview transcript) are coded to the themes - that is the passages are tagged or marked with the name of the theme."

Then it also describes coding as "how you define what the data you are analyzing are about. It involves identifying and recording one or more passages of text or other data items such as the parts of pictures that, in some sense, exemplify the same theoretical or descriptive idea. Usually, several passages are identified and they are then linked with a name for that idea – the code. Thus all the text and so on that is about the same thing or exemplifies the same thing is coded to the same name. Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it"

There are very many purposes for qualitative coding, and most researchers use it for at least several of the following:

- ✓ to reflect on what the coded segments tell you about the category, and its meanings in the project;
- ✓ to ask questions about how the category relates to other ideas from the data, and construct theories about those relations;
- ✓ to gather all material about a case, from different sources, so you can apply the information about that person or site to everything from there, and compare cases on their attitudes, experiences, etc.;
- ✓ to make further, finer categories, from finding different dimensions in the data gathered by the seventh coding;
- ✓ to search for blends or combinations of categories, to find patterns in attitudes on this subject, for example by gender, or to compare text at different categories, seeing the category from a different viewpoint;
- ✓ to compare how different researchers interpret data.

E. Textbook

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

A textbook has many functions. According to Thomson, the textbook has many functions as follows:

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

Textbooks are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” .The textbooks have significant role as they are considered as “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class” and for assessing what students do and do not. A majority of teachers consider textbooks as the only teaching resource. Textbooks do not only influence what and how students learn, but also what and how teachers teach.

Based on the important role of textbook learning activity, good textbook should be selected in order to support the success of teaching and learning but if teacher used textbook without selecting the quality, it is possible that teaching will deviate from the objective.

According to the Nine-Grade Integrated Curriculum Guidelines in the section of Language Art regulated by Ministry of Education, principles in relation to the development of communicative competence for the compilation of the textbook are clearly stated. In the selection of the content of English textbook, the following three elements should be taken into consideration:

1. ***Themes and styles***: each unit of the textbook should be designed on the basis of motivational, practical, and life connected principles.
2. ***Communicative Function***: forty five basic communication function are listed in the section (see Table.2.1), which aim to provide textbook compilers with the guidelines for developing a variety of communication-based activities for the textbook.
3. ***Elements of the languages***: each unit should include rules or alphabetical writing, phonics, vocabulary, and sentence structure.

Table 1. Suggested Communicative Function of the Nine Year Integrated Guidelines.

Communicative Function			
1	Asking about abilities	24	Expressing likes and dislikes
2	Asking about ownership	25	Expressing prohibition
3	Asking about prices	26	Expressing wants and needs
4	Asking about the time, the day, and the date	27	Extending, accepting, and declining an invitation
5	Asking about transportation	28	Getting attention
6	Asking for and giving advice	29	Giving reason
7	Asking for and giving direction	30	Greeting people
8	Asking for and giving information	31	Introducing friends, family, and oneself
9	Asking for and giving instruction	32	Making appointments
10	Asking for and giving permission	33	Making apologies
11	Asking how things are said in English	34	Making compliments
12	Asking how words are spell	35	Making plans
13	Asking people to repeat or clarify something	36	Making request
14	Checking and indicating understanding	37	Making suggestions

Continued.....

Continued

Communicative Competence			
15	Comparing things, people, etc	38	Making telephone calls
16	Describing action	39	Naming common toys and household objects
17	Describing people's appearance	40	Offering and requesting help
18	Describing emotion and experiences	41	Ordering foods and drinks
19	Describing a sequence	42	Talking about location
20	Expressing agreement or disagreement	43	Talking about schedules and daily activities
21	Expressing congratulation	44	Talking about frequency
22	Expressing gratitude	45	Talking about past, present, and future events
23	Expressing concern		

There are many things in choosing the textbook for an English program. Romero (1970:27) states that the books should be attractive, using picture and has interesting material. Attractive means that all presentations should suggest that the material is easy to learn. Suparno (2002:72) states: the content of book should include the material that must be known by the learner and done in each level of education. Textbook also hoped to make an education that includes the potential thing from the society, because it is able to make good education for the learners.

The books of the researcher choose were an textbook one. Textbook publication is one of the centralized publication policies. This policy has also been criticized as costly and marginalizing areas where the Internet facilities do not exist (Maryulis, 2008). Although the government stated that these textbooks had been reviewed and certified as qualified by the National Bureau of Education Standardization (Nuh, 2010) there has not been any research regarding whether these books are culturally representative for the diverse population of students. Previous textbook Analysis studies on English textbooks published in Asia show that they do not adequately represent learners' culture.

CHAPTER III RESEARCH METHOD

Textbook Analysis refers to a research technique for making replicable and valid inferences from text or other meaningful matter to the context of their use . Texts or documents in textbook Analysis do not only denote written text but also include visual, digital, and physical material. Texts have meaning relative to particular contexts, discourses, or purposes. In textbook Analysis studies the researcher draws specific inferences from a body of texts in their context.

A. Research method and design

How can we analyze textbooks having defined and selected a sample? Before describing specific research methods and techniques, Pingel gives a brief outline of the two major concerns in textbook research. The seventh concern regards the pedagogical implications of the text. In other words, how are textbooks used by teachers and received by students? The second concern regards the content of ‘the text itself’. In other words, what is included in the text, what is omitted and why? Having made this distinction to proceeds to give a ‘short overview about methodological approaches, with a few examples of categories for analysis’ . It emphasizes the fact that different methods reflect different purposes and that ‘each approach provides answers to different questions’. Then proceeds to outline the key features of quantitative and qualitative methods used in textbook research. Overall, stresses the complementary nature of both quantitative and qualitative techniques

Research method refers to a set of investigative procedures employed in a study. There are three common research tools that are normally associated with qualitative study. They are interview, observation, and document analysis. This study used document analysis as its main method. Document analysis includes different procedures for analyzing and interpreting data from the examination of documents and records. The textbook Analysis here represents a qualitative study. Qualitative textbook Analysis methodology was used to answer the proposed research questions:

1. What are themes of each unit of the textbook?
2. Is the textbook Analysis could catch up the aim of making the “When English Rings the Bell” textbook for the seventh grade of Junior High School?
3. Does each theme of each unit could cover the Communicative Language Teaching goal in the term newest curriculum for the seventh grade of Junior High School?
4. Does “When English Rings the Bell” textbook suitable for the grade stated on?

Correspondence the research method the thematic coding was analyzed to gain the unity of the theme to reach the communication value that are connected to the curriculum in Indonesia nowadays. The research method employed in this study was textbook Analysis, a mixed methodology which collects quantifiable data based upon coders’ judgments of categories within a variable. The variable under the coder was the theme of each unit of the textbook.

B. Research subject

In any textbook study there are few things more important than a precisely defined sample. For Gibbs (2010: 21- 22), the type and quantity of textbooks to be analyzed are essential considerations for analysts wishing to generalize on the basis of research findings. Practical considerations such as the number of countries to be included in an international study are also important details for a research project in its preparatory stages.

The research of the subject was its textbook Analysis itself in accordance with the thematic coding to reach the communicative language teaching in now curriculum. It's all would be connect in a way to have a good connecting for having a best result. The aim is to become immersed in the data, which is why the written material is read through several times (Burnard 1991, Polit & Beck 2004). No insights or theories can spring forth from the data without the researcher becoming completely familiar with them. After making sense of the data, analysis is conducted using an inductive or deductive approach.

The research subject of this textbook Analysis of the “When English Rings the Bell” textbook is the coding itself. On how many times each of the coding is shown to the textbook, its own consistency and to get the pattern of the textbook trough the data coding. Coding here is about the aspects of the each theme going down to this each topic and then each topic of tasks that are shown in the different and various picture figures. Then, the researcher is curious at

changing those different and various picture figure into various and different coding.

C. Research instrument and data collection

Considering the purpose of the research and the nature of the problem, the research is basically library research, where the writer attempts to gather the data from the library as the data sources. It is suitable as the goals of the writer's study. Library research used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research. The writer presents and explains the data without hypothesis test.

Textbook Analysis is a method that may be used with either qualitative or quantitative data; furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. If there is not enough former knowledge about the phenomenon or if this knowledge is fragmented, the inductive approach is recommended. The categories are derived from the data in inductive textbook Analysis. Deductive textbook Analysis is used when the structure of analysis is operationalized on the basis of previous knowledge and the purpose of the study is theory testing. An approach based on inductive data moves from the specific to the general, so that particular instances are observed and then combined into a larger whole or general statement. A deductive approach is based on an earlier theory or model and therefore it moves from the general to the specific (Burns & Grove 2005). These approaches have similar preparation phases.

Both inductive and deductive analysis processes are represented as three main phases: preparation, organizing and reporting. Despite this, there are no systematic rules for analyzing data; the key feature of all textbook Analysis is that the many words of the text are classified into much smaller content categories. The preparation phase starts with selecting the unit of analysis. This can be a word or a theme (Polit & Beck 2004). Deciding on what to analyze in what detail and sampling considerations are important factors before selecting the unit of analysis (Cavanagh, 1997). The sample must be representative of the universe from which it is drawn (Duncan 1989).

Probability or judgment sampling is necessary when a document is too large to be analyzed in its entirety (GAO 1996). A unit of meaning can consist of more than one sentence and contain several meanings. On that account, using it as a unit of analysis makes the analysis process difficult and challenging (Catanzaro 1988, Graneheim & Lundman 2004). On the other hand, an analysis unit that is too narrow, for example one word, may result in fragmentation (Graneheim & Lundman 2004). Depending on the research question, the unit of analysis can also be a letter, word, sentence, portion of pages or words, the number of participants in discussion or the time used for discussion (Robson 1993, Polit & Beck 2004).

The instrument here is when preparing the research, the researcher prepared amount of the categorizing of the different picture figure, then transform it to be a letter coding, and count them. From those a numerical of quantitative data, the researcher have a qualitative data and transform it into a statement of

how many times each code are shown in the textbook. Does it have its own consistency toward the pattern of the whole code.

D. Data analysis

According to Robson (1993), researchers are guided by the aim and research question of the study in choosing the contents they analyze. Next in the analytic process, the researcher strives to make sense of the data and to learn ‘what is going on’ (Morse & Field 1995) and obtain a sense of whole (Tesch 1990, Burnard 1991). According to Dey (1993), when reading the data the questions are:

who is telling?

where is this happening?

when did it happen?

what is happening?

why?

Again, the aim is to become immersed in the data, which is why the written material is read through several times (Burnard 1991, Polit & Beck 2004). No insights or theories can spring forth from the data without the researcher becoming completely familiar with them (Polit & Beck 2004). After making sense of the data, analysis is conducted using an inductive or deductive approach (Kyngäs & Vanhanen 1999).

The researcher has chosen to use inductive textbook Analysis; the next step is to organize the qualitative data. This process includes open coding, creating categories and abstraction. Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content (Burnard 1991, 1996, Hsieh & Shannon 2005). The headings are collected from the margins on to coding sheets (Cole 1988, Downe-Wamboldt 1992, Dey 1993) and categories are freely generated at this stage (Burnard 1991). After this open coding, the lists of categories are grouped under higher order headings (McCain 1988, Burnard 1991).

The aim of grouping data was to reduce the number of categories by collapsing those that are similar or dissimilar into broader higher order categories (Burnard 1991, Downe- Wamboldt 1992, Dey 1993). However, Dey (1993) points out that creating categories is not simply bringing together observations that are similar or related; instead, data are being classified as ‘belonging’ to a particular group and this implies a comparison between these data and other observations that do not belong to the same category. The purpose of creating categories is to provide a means of describing the phenomenon, to increase understanding and to generate knowledge (Cavanagh 1997). When formulating categories by inductive textbook Analysis, the researcher comes to a decision, through interpretation, as to which things to put in the same category (Dey 1993).

Abstraction means formulating a general description of the research topic through generating categories (Robson 1993, Burnard 1996, Polit & Beck

2004). Each category is named using content-characteristic words. Subcategories with similar events and incidents are grouped together as categories and categories are grouped as main categories (Dey 1993, Robson 1993, Kynga's & Vanhanen 1999). The abstraction process continues as far as is reasonable and possible.

However, there are various opinions about seeking agreement (Graneheim & Lundman 2004), because each researcher interpret the data according to their subjective perspective and co-researchers could come up with an alternative interpretation (Sandelowski 1995). Content validation requires the use of a panel of experts to support concept production or coding issues. Graneheim and Lundman (2004) defend the value of dialogue among co-researchers to agree the way in which the data are labeled.

The researcher would examine the data collected from various participants and would identify themes (and label them as codes or categories) as they emerge when examining the data. As the same themes continue to emerge the researcher groups the data together.

Coding is the process of organizing and sorting the researcher data. Codes serve as a way to label, compile and organize your data. They also allow you to summarize and synthesize what is happening in your data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally understood, then, that "coding is analysis." Before we jump into the process of coding data, it is important to think about the big picture. One of the keys in coding your data, and in conducting a qualitative analysis more

generally, is developing a storyline. Essentially, this element is primary to analyzing your data. This is the reason that thinking about the purpose of evaluation—before, during and after data collection—is so critical. In thinking about it another way, the purpose of the study is your storyline and it is the analytic thread that unites and integrates the major themes of your evaluation. In this manner, it is the answer to the question: “What is this evaluation about?”

The researcher coding scheme should be based on the story that you want to communicate to others. Many people start coding data without any idea of what they will end up writing or how they will write their evaluation, and as a result their coding scheme lacks coherence. In this case, coding becomes a waste of time. This is why end-use strategizing—thinking about the purpose of your study before you begin—is so important and a critical seventh step. Analyzing Qualitative Data—for more on end-use strategizing) in conducting all evaluations, and in this case, completing the coding process. Why is developing a storyline so important to the coding process?

- 1) It will help the researcher decide what concepts and themes you want to communicate in researcher evaluation.
- 2) It guides in how your data should be organized and coded.
- 3) It gives researcher the basic structure for your coding scheme.

Coding can be done in any number of ways, but it usually involves assigning a word, phrase, number or symbol to each coding category. You will go through all your textual data (interview transcripts, direct notes, field

observations, etc.) in a systematic way. The ideas, concepts and themes are coded to fit the categories. The process of creating codes can be both pre-set and open. We recommend a hybrid, using both these two models. Before beginning data collection and the coding process, it is good to begin with a “start list” of pre-set codes (often referred to as “a priori codes”). These initial codes derive from the conceptual framework, list of research questions, problem areas, etc.

In the view of this coding, to have an analysis of the data, the process of coding is:

a) Pre-sets code : In creating these codes, it is important to create a “code book,” which is list of the codes and what they mean.

b) Emergent code

While it is good to begin data collection and coding with pre-set codes, another set of codes will emerge from reading and analyzing the data. These “emergent codes” are those ideas, concepts, actions, relationships, meanings, etc. that come up in the data and are different than the presets codes.

c) Coding as a system of organizing data.

d) Refining codes.

Meaning, you will add, collapse, expand and revise the coding categories. This is especially true of the pre-set codes. Oftentimes, what one expects to find in the data is not there. It happens. Moreover, some codes simply do not work or conflate other ideas from different codes. Alternatively, sometimes codes flourish in a way that there is

too much data. In this case, the code needs to be broken down into sub-codes in order to better organize the data. The rule of thumb for coding is to make the codes fit the data, rather than trying to make your data fit the code

e) Coding “notes”

Finally, as part of the process of coding, it is important to jot down notes of your reactions and ideas that emerge. These ideas are important and vital to the analytic process. These notes may suggest new interpretations, as well as connections with other data. Moreover, if you are mindful of what is growing out of the data, your notes will usually point toward questions and issues for you to look into as you code and collect more data.

In this research in which the title is “Textbook Analysis on When English Rings the Bell an Textbook for the Seventh Grade of Junior High School” the data analysis use a certain thematic or topic coding. Its code established from the textbook code’s coding. There are some point in the various and different picture figure in any expression and tools. It is why the researcher curious at finding the elaboration on its own code. There are at least four picture figures in the When English Rings the Bell Textbook. To what extent this book a code with some picture figure correlates with its own particular tasks for the target students. It is not a matter of how it could send to the target students but in the field of the balanced point or a balance task that could build students’ understanding to an

education element especially for a communication goal as the researcher know that communication use a language whether verbal or non verbal. It is a factual term that English language is a global language to communicate.

Then trough this data coding, the researcher group to some categories of coding. Grouping in each chapter then count how many times each coding shown in the textbook. Do each group of the category balanced if they are compare with another chapter. As the researcher also knew that to build a good textbook, the pattern of the way its build has to have a same pattern in controlled.

Each chapter starting to the seventh chapter until the last chapter categorized number to number, each coding to each coding are write down in a blank paper to know its consistency of the pattern. Then the researcher count on how many times it shown at the data of the textbook coding. In how many times the data shown in the textbook. It is also could say that the researcher try to find a mode of this term. The **mode** is the value that appears most often in a set of data. The mode of a discrete probability distribution is the value x at which its probability mass function takes its maximum value. In other words, it is the value that is most likely to be sampled. The mode of a continuous probability distribution is the value x at which its probability density function has its maximum value, so, informally speaking, the mode is at the peak.

In statistics, *qualitative data* divides a data set (the pool of data that you've gathered) into discrete chunks based on a specific attribute. You can then find information such as percentage amounts and mode. It also could categorize in

such a descriptive statistic. Descriptive statistics helps us to simplify large amount of the data in a sensible way. Each descriptive statistic reduces a lots of data into a simpler way.

In this case, the researcher can identify qualitative data by noticing that it links an *attribute* — that is, a quality — to each member of the data set. Qualitative data usually divides a sample into discrete chunks.

The following are just of the many ways data can be arranged and presented:

- a. **Natural** - The data are presented in a shape that resembles the phenomenon being studied. For instance, if the data are excerpts from a therapy session, present them in a sequential order or in an order that re-presents the flow of the session itself.
- b. **Most Simple to Most Complex** - For sake of understanding, start the presentation of data with the simplest example you have found. As the complexity of each example or exemplar presented increases, the reader will have a better chance of following the presentation.
- c. **Seventh Discovered/Constructed to Last Discovered/Constructed** - The data are presented in a chronicle-like fashion, showing the course of the researcher's personal journey in the study. This style is reminiscent of an archeological style of presentation: What was the seventh "relic" excavated, then the second and so forth.
- d. **Quantitative-Informed** - In this scheme data are presented according to strategies commonly found in quantitative or statistical studies. Data are

arranged along lines of central tendencies and ranges, clusters, and frequencies.

- e. **Theory-Guided** - Data arrangement is governed by the researcher's theory or theories regarding the phenomenon being re-presented in the study. For instance, a Marxist-informed researcher might present data from a doctor-patient interview in terms of talk which shows who controls the means for producing information in the interaction, talk which illustrates who is being marginalized, and so forth. In clinical qualitative research, this approach is quite prevalent as clinicians organize the data in terms of their understandings of how doctor-patient, or nurse-patient, and therapist-client interact.
- f. **Narrative Logic** - Data are arranged with an eye for storytelling. Researchers plot out the data in a fashion which allows them to transition from one exemplar to another just as narrators arrange details in order to best relate the particulars of the story.
- g. **Most Important to Least Important or From Major to Minor** - Like the journalistic style of the inverted pyramid, the most important "findings" are presented seventh and the minor "discoveries" come last.
- h. **Dramatic Presentation** - This one is the opposite of the inverted pyramid style. With the dramatic arrangement scheme, researchers order their data presentation so as to save the surprises and unforeseen discoveries for last.

- i. **No Particular Order** - As it sounds, data are arranged with no particular, conscious pattern in mind, or the researcher fails to explain how or why the data are displayed the way they are.

The next step in the design of the textbook analysis instrument was the development of a framework of categories of problem-solving tasks to classify the units. To develop a clear-cut definition of problem-solving tasks, we needed several rounds. In the first round, we just marked the units that contain tasks that can be considered as non-routine mathematical problems. That means that we were looking for tasks that place a greater cognitive demand on students than tasks that merely require basic computational skills.

CHAPTER IV

RESEARCH DATA FINDING

Qualitative research findings are often rich, informative and plentiful. When carrying out research of this nature, the author will have asked lots of open-ended questions that are designed to garner a detailed response. However, when it comes to writing up your qualitative research, it can be difficult to know what is worth mentioning and what isn't, as well as how to organize it into a clear, coherent and logical order. The end aim of qualitative research is to provide your reader with an in-depth view of your research subject through your own experiment and findings, meaning that when you are writing up, it is important to keep it detailed but succinct, informative but interesting, and concise but critical. This kind of techniques hope to be reliable. Moreover, it is specify that this kind of research techniques should have a research finding in replicable one. That is why, the researcher should working at different point of view of the circumstances should get the same result when applying the same techniques to the same data. Replicability is the most important as a core pattern to find reability.

One of the beauties of this qualitative research is how qualitative researchers seek out these places of character and aspect and attempt to make the events and happenings of these parcels of data come alive for the reader. To this artistic end, qualitative researchers have to think how to create "round" informants instead of "flat" ones in their papers. Researchers have to work hard at developing the details of these plots so that their readers can have a sense of where the data

was naturally occurring when it was originally encountered by the researcher. The readers have to have a clear picture of the data's setting so that they can begin to have a perspective from which to judge the observations being made by the researcher regarding the data. Without the setting, without the developed characterization, there can be no context and with no context for the data, there can be no significant meaning in the analysis.

Hopper (1986: 76) in his paper, "Speech, for Instance. The Exemplar in Studies of Conversation," presents another good way qualitative researchers can create context in their data re-presentations. His technique, which I call "letting the tape recorder run," is a very simple process to accomplish a context building goal. In doing a conversation analysis, one major step is to select exemplary pieces of talk for commentary and review. Within a conversation there may be many moments of interaction which pique a conversation analyst's curiosity. After repeated listenings and transcribing, the researcher is ready to say something about this bit of winnowed data.

Instead of re-presenting just the slice of talk which is the focus of the analysis, Hopper suggests that researchers should display their data with ample preceding and following talk so that the readers can get a sense of flow and be able to see the data in its natural setting. In this way, readers can have a better perspective to judge the merits of the researcher's claims regarding the data.

By providing this "bigger picture" through this context building, researchers can give their data its "star treatment." In addition, readers are provided a good view

of the proceedings and are given a solid vantage point to render their critiques of the show.

Three sorts of coding are not always clearly different, and to some degree analysis, of course, is involved in all three. But it is worth distinguishing coding that requires interpretation from descriptive and topic coding (both of which are fairly matter-of fact processes, even to researchers who dispute the existence of facts!) I use the term “analytical coding” here to refer to coding that comes from interpretation and reflection on meaning.

Of the three sorts of coding, it is the hardest and also the most rewarding. Rather than just store information or name the topic of the text, you are considering the meanings in context, and creating categories that express new ideas about the data, coding to gather and reflect on all the data related to them. This is qualitative research! It is not a task to be hurried. The goal is careful interrogation of the data. What is it about? What category will properly represent it? What context should be coded there? Well handled, analytical coding is a prime way of creating conceptual categories and gathering the data needed to explore about them. Coding is a seventh step to opening up meaning.

What meaning is sought, of course, will depend on the project’s question and method. In some approaches to text, coding may be used to mark and return to features in the language (e.g. ideological assumptions) or points in the narrative or conversational structure of the text (contradictions, omissions, turning points). In others, it will be a way of creating concepts. In any of these cases, the

act of coding has gathered the material that brought the idea and put a pointer to it, so the researcher can return there to think some more.

Analytical coding follows most easily from the quick steps to “taking off” from the data suggested in the previous chapter. In a series of questions, you moved from some detail of the document (“That’s interesting”) to comment about it; (“Why is it interesting?) And then to the abstraction; (“Why am I interested in that?”) The answer to that latest question was an analytical category. Annotations and memos were used to record the insights. Now, replay those steps, for one more time, this time thinking coding.

In this research study titled “When English Rings the Bell, a Textbook for Seventh Grade of Junior High School” will then analyzed toward the researcher coding into some extent. The way the researcher make a coding based on the way thematic coding of a textbook Analysis process. The codes are:

- **“T”** for coding such a introduction as a warming up of new lesson starting. It is a point of making brain storming to the students.
- **“L”** for coding any of lesson giving by the book. The students are asked to analyze the lesson, learning it deeply or immitating it. Lesson gives a structural based on basic communication skills for students.
- **“Q”** for coding the activities of such a question or exercise for the students. Its reflect the question marker or any command for the students to do what they have to do or even practice what is in the command.

- **“P”** for coding a kind of project lesson for the students. A kind of end of each chapter. Students have to really cover the whole skill through this project. Making them to build self esteem or even group project.

The difference between **Q** and **P** coding is on the function. The **Q** code is only coding for a light command toward the students while the **P** code is a higher level to know whether students have been catch up the whole lesson. In the textbook itself are shown as difference figure of a picture. The process of the book works is students facing the **I** code seventh then analyze the **L** code, after being understood they have to do any kinds of **Q** code such a mini project then finally did the **P** code as a final lesson of each chapter.

The researcher get the point of each chapter has to cover the whole code in balanced. It also has to cover the grand theme into each code. In the textbook there are eight main chapter and each has their own grand theme. Each chapter has the next sub topics that have to be united. Besides the unity of the theme, the writer found there are no constants pattern of the coding, it means the volume of each question, lesson, practice, and any other terms of textbook were not balance. In the table of 4.1 there is a table of volume of each coding balanced. There will show the unbalanced of each coding, means there are no balanced whether theme or the element.

Table of 4.1 The coding volume of “When English Rings the Bell” Textbook

CHAPTER	Number of “I”	Number of “L”	Number of “Q”	Number of “P”	Number of pages
CHAPTER I	1	5	12	3	23
CHAPTER II	6	10	10	2	26
CHAPTER III	9	3	9	3	25
CHAPTER IV	2	-	19	3	26
CHAPTER V	11	-	9	2	23
CHAPTER VI	3	4	11	2	21
CHAPTER VII	5	-	10	2	18
CHAPTER VIII	6	-	9	3	19
Volume (Mode)	43	22	89	20	-

In table of 4.1 shown that there are no stable pattern of the coding. In chapter IV, V, VII, and VIII there are no the L coding. It means there are no lesson point. While lesson point should be emphasize into a textbook that let the students analyze from a description or textual context of what they should understand. Although the main point of the curriculum 2013 emphasize on the individual finding by the students, that the students have to cover everything by themselves, there should be a minimal point of a lesson.

In data analysis of the chapter before. This kind of research is a kind of qualitative data finding. In this category, the researcher is trying to find the percentage on the qualitative data. The researcher makes more-sophisticated statistical statements about qualitative data by finding out the percentage of the sample that has a specific attribute. Here's how researcher do so:

1. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 shown that the "I" coding is shown 43 times. While in the chapter V there are 11 times of this code is shown. So you can begin to answer this question as follows:

The eleven times of "I" are apart o the whole coding amount of 43 total coding of the "I" code.

2. Rewrite this statement, turning the numbers into a fraction:

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is 11/43 of the amount of chapter V codes of “I” coding

3. Turn the fraction into a percent.

You find that $11 \div 43 = 0.26$, so 26% of the “I” coding are shown in the chapter V

Then, in the point of I coding, there are too much volume on the chapter of III and V. The writer thought that it is not necessary to have such a introduction or another term of warming up point. There are warming up point before another sub chapter that contains another communication skills. If it is being implemented in the classroom, there will be waste the time for the teacher. In a kind of precentage, clearly shown that it is 26% of the “I” coding were shown. Unless the other are less then this chapter. It shown inconsistency of the coding. So it is inconsistency of the tasks inside the textbook. There are some point most shown then in a very lack of tasks in a chaper, and event its find none of some point could find in a certain chapter. It is found an absence of some point in L code or lesson one.

While the researcher thought that the most important point is the presence of the lesson for both students and teacher. Lesson could be as a starting point to discover another examples of communication skills that they have to grab even they can get it to discover another pattern of skills mastering. It is important

to still give at least in minimal volume of one pattern of task in a textbook. The whole point of the correlated point should exist to make a good goal of teaching process and learning process.

The writer also found an unbalance point in the theme one, there were repetition and its gone from the grand theme. As an example, in the chapter V, the main theme is “I love my town”. The writer thought it is not unite with the communication skills of the students learn to talk about what people do and where they do. In this subchapter students have to identify their family member, while it has been learning in chapter III.

CHAPTER V

CONCLUSION AND SUGGESTION

Study results developed through textbook Analysis often display signs of an incomplete analyzing process. The researcher has not abstracted the data, or has included too many different things in a single category (Dey 1993, Hickey & Kipping 1996). However, an abundance of categories is usually a sign of being unable to categorize the data. When the abstracting process is still ongoing, the results may include categories that do not cancel each other out. In addition, when the saturation of the data is incomplete, it may be difficult to link data items to each other (Patton 1990, Cavanagh 1997). Seemingly simple study results are a sign of incomplete analysis (Weber 1990).

Yes, it is true, from this research study for joining the thematic coding through the analytical point of view, Miller (1951: 12) also said that in order to handle larger blocks of material in statistical way, it seems necessary to reduce the variety of alternatives that must be tabulated. This can be accomplished by putting a wide variety of different word patterns in a single category.

Qualitative research is particularly good for examining whether or not a particular social phenomenon exists and if so, the nature of the phenomenon. It is less use for assessing the extent and distribution of a phenomenon, something that is better left to quantitative research. Qualitative research usually yields extensive data, it descriptive in its initial stages, from which the researcher often seeks to derive an understanding of key patterns or themes. Does it sound simple? Well, that's the idea with qualitative research: Try to keep your method simple because in

qualitative research the complexity is in the data. If you get too complex in your method, the reaction between a complex method and complex data will be disastrous.

From the research there are actually much more category in the “*When English Rings the Bell*” Textbook, in which each category means to get toward the same meaning of the theme. Actually, from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence through it. But from the side of age analysis, the book of “*When English Rings the Bell*” Textbook not necessarily used on their grade although its suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It is quite simple as their grade level.

The unitizing of this textbook seems badly done. Some extent of the sub topic is not in uniting with the grand topic ones, there was even an repetition on a topic with different grand topic.

It is suggested that for making a good and suitable teaching material for students the book should contains a balance material between which one should be a warming up, lesson, practice and even the project one. The book maker should consider the level of the target students and should really concern of the united of the theme topics on topics. It may cause the students confused or even bores.

The researcher is then imagining that the book maker should concern seventh at the aim of produce the textbook itself. As if they make a book of a guidance book of tourism. Foreign tourists of a backpacker one always have a pocket guidance book when they come to Indonesia. So its pocket book should have its consistency of the main place. As an example it is a guidance book of Java island. The maps should shown a picture of the Java island, then the content should have what kind of beautiful places tourist could visit in the entire Java island, then downward go to the facilities includes hotel, motel, guest house, restaurant, and any other places to facilitate their vacation. The aim of making a guidance is to make them gather the whole place and do not get lost to get the direction.

It should be persist in making or produce the textbook to learn English language. The main importance here is to make both students and teachers mastering the level of English language. To make guidance on what they have to learn and master, on what kind of communication skills could get for students. So the whole books should contain an exact value, a certain pattern, and should have its consistency of the content.

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Appendix

1. Thematic Coding of “When English Rings the Bell” textbook

Pages	Themes/ Topics	Qualification Coding
Chapter I Topic : How are you? In this chapter students will learn to: 1. Greet 2. Introduce my self 3. Take leave WU : Did you say “Good Morning” to your family this morning?		
3	Let’s sing a song!	I
4	Good morning	L
5	I say good morning whe87n I meet.....	L
6	Today I say goodmorning to.....	Q
7	How are you?	L
8	I’m not feeling well	L
9	Here are my classmate feeling	Q
10	Hello	Q
11	Let me introduce my self.	Q
12	What is your favourite color?	Q
13	This is my library card	Q
14	These are my classmates’ library card.	Q
15	Good morning	Q
16	What should you say?	Q
17	Good bye	L
18	Today I say goodbye to.....	Q
19	What should you say?	Q
20	What are they saying?	Q

Pages	Themes/ Topics	Qualification Coding
22	I know now	P
23	My project is to make a “This is me” poster.	P
24	Let’s sing a song!	P
CHAPTER II Topic : This is my birthday In this chapter students will learn to: <ol style="list-style-type: none"> Names of the day Time Names of the months Dates Years WU : When were you born?		
26	What are the days in the week?	I
27	What day is it?	L
28	After Sunday is Monday	L
29	Tomorrow is Saturday	L
30	When do we have english?	L
31	This is my schedule?	Q
32	When do you do these activities?	Q
34	These are my weekly activities?	Q
35	How do you say these number?	I
36	These are my daily activities	Q
37	I go to school at six thirty	Q
38	These are my daily activites	Q
40	These are my activities	Q
41	What month is it?	I
42	February comes after January	L

Pages	Themes/ Topics	Qualification Coding
43	Let's sing a song	I
44	How do you say this number	I
45	When is your birthday?	Q
46	When do we celebrate Kartini's day?	I
47	When do we celebrate these National days?	Q
48	I know now	P
49	My project is to make poster of "Important days in a month"	P
50	Let's play the calendar games	Q
CHAPTER III Topic : I love people around me In this chapter students will learn to introduce: 1. My self 2. Everybody in my family WU : How many brother's or sister's do you have?		
52	These are my friends	I
54	What's your name?	L
55	What's your name?	Q
56	Who am I	I
57	Who are they?	Q
58	How do you say it?	I
58	Do you spell your name?	L
59	Let's sing a song	I
60	These are my classmates	Q
61	These are my teacher	Q
62	How should I call you	L
63	I love my family	I

Pages	Themes/ Topics	Qualification Coding
64	This is my family tree	I
65	They are my family member	I
66	They are my family	Q
68	These are my family member	Q
69	These are myh family member	Q
70	We are together	I
71	The things I've done with my family	Q
72	It's a love letter for my mom	Q
73	I know now	P
74	My project is to show you the people in my family photo	P
75	Let's sing a song	P
<p>CHAPTER IV</p> <p>Topic : I love things arround me</p> <p>In this chapter students will learn to:</p> <ol style="list-style-type: none"> 1. Name 2. Thing in the classroom 3. Thing my bag 4. Parts of the hour 5. Animals in my school and home <p>WU : Will show me your pen please!</p>		
77	This is my classroom	I
78	There are many rooms in my school	Q
79	These are the things in my bag	Q
80	These are the things in my bag	Q
81	This is my classroom	Q
82	Come to my house!	Q

Pages	Themes/ Topics	Qualification Coding
83	This is my living room	Q
84	This is my kitchen	Q
85	This is my diningroom	Q
86	This is my bedroom	Q
87	This is my bathroom	Q
88	This is my garage	Q
89	This is my garden	Q
90	I sleep in my bedroom	Q
92	I find them at home	Q
93	I find bolster in.....	Q
94	These things are in my house	Q
95	I have them at home and at school	Q
96	This is my backyard	Q
97	What does it look like	I
98	What does it look like?	Q
99	I know now	P
100	My project is to design my future home!	P
101	My project to make labels for my school	P
CHAPTER V Topic : I love my town In this chapter students will learn to: 1. Talk about what people do 2. Where they do it WU : What does your mother do?		
103	This is my family	Q
104	My father is gardener	I
105	He works in the green house	I

Pages	Themes/ Topics	Qualification Coding
106	He is also a biology teacher	I
107	Now he talks to the class about parts of a flower	I
108	On Saturday we play together	Q
109	My grandmother is a cook	I
110	She has a padang restaurant	Q
111	In the morning she goes to the traditional market	Q
112	Sometimes she goes to a supermarket	Q
113	Her kitchen is very clean	Q
114	On Friday she asks our family to eat together there	I
115	My grandfather is a doctor	I
116	He explains about junkfood	Q
117	He tells my grandmother to cook healthy food	I
118	He examines my brother when he is sick	I
119	My mother is a police woman	I
120	She joins the “the police are kids best friends”for them	Q
121	She protects the town from crime	I
122	In her sparetime she takes me to the cinema	Q
123	I know now	P
124	My project is to make a map of my town	P

CHAPTER VI

Topic : She’s so nice

In this chapter students will learn to describes people and animals:

1. What they are like
2. What they do

WU : Do you have a pet?		
Pages	Themes/ Topics	Qualification Coding
126	Let's sing a song	I
127	How nice are they are	Q
128	She's a helpful girl	I
129	What do you think about your classmate?	Q
130	I have curly hair,what about you?	Q
131	They are people arround me	Q
132	What do yu they look like?	Q
133	The elephant is big	Q
134	These animals are arround me	Q
135	Animals are different	Q
136	Animals are special	L
137	Thank you	I
138	Thanks a lot	Q
139	I am sorry	L
140	This week I said "Thanks"to.....	Q
141	The box is heavy	L
142	Would u like to feed animals	L
143	They look the same but they are different	Q
144	I know now	P
145	My project is to do a mini survey	P
CHAPTER VII Topic : What do they look like In this chapter students we learn to describes: 1. People 2. Animals 3. Things WU : Who is your idol?		

Pages	Themes/ Topics	Qualification Coding
147	This is my backyard	I
148	This is my family	Q
149	I find them on my backyard	Q
150	What do you think about them?	Q
151	People arround me	Q
152	These are people arround me	I
153	What do you think of them?	Q
154	What do they do?	Q
155	Those are rats!	I
156	I love animals	I
157	I find them in my house	Q
158	These are public places in my town	Q
159	Home sweet home	I
160	What do you think about him?	Q
161	What do you think of them?	Q
162	I know now	P
163	My project is to describe my idols,my favourite animals and things in front of the class	P
<p>CHAPTER VIII</p> <p>Topic : Attention,please!</p> <p>In this chapter students are learn to make:</p> <ol style="list-style-type: none"> 1. Instructions 2. Short notice 3. Warnings or cautions <p>WU : Do you find signs at your school?</p>		

Pages	Themes/ Topics	Qualification Coding
165	Be quiet,Please!	I
166	What should you do or not do when you see these signs?	Q
167	Help me to put the signs,please!	Q
168	These are the signs I see along the way from home to school	Q
169	Don't litter	I
170	Be safe	Q
171	Ouch!	I
172	Be carefull	Q
173	I see some warning sign	Q
174	This is the zoo	I
175	Raise you hand, please!	I
176	What are they doing?	Q
177	What are they doing?	I
178	What kinds of signs can I put there?	Q
179	I know now	P
180	My project is to make different signs for my school.	P
181	Let's play guessing game!	Q
182	My project is to display the things my close has made.	P